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ABSTRACT

The Ouachita Parish Public Library (Louisiana) conducted a project that involved recruitment, coalition building, public awareness, training, basic literacy, collection development, tutoring, technology, and English as a Second Language (ESL) programs. The project served a community of over 200,000 people, and targeted the learning disabled, mentally disabled, workforce/workplace learners, seniors/older citizens, and ESL learners. Tutoring was done using the Laubach method specifically for ESL learners, civil service test preparation, drivers' license test preparation, language experience, pre-GED, and sight word development. The project served 143 adult learners and provided 3,471 hours of direct tutoring service. The report provides a comparison of actual accomplishments to the following objectives for 1992-93: (1) at least 75 new adult learners will be recruited for the library literacy program, Project READ--A Second Chance; (2) at least 50% of the new adult learners who have been in the program at least 13 weeks will have made satisfactory progress in achieving literacy skills; (3) at least 75 new volunteers will be recruited as tutors; and (4) at least 70% of the new volunteers will successfully complete the Laubach Literacy Training Program. Appendices include the enrollment form for adult learners, tutorial log, volunteer enrollment and activity form, media messages and press release, printed program materials, outline of new volunteer training program, inservice training program information, advisory committee documentation, and sample of progress notes. (SWC)

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Ouachita Parish Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

IR056887

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Ouachita Parish Public Library

1800 Stubbs Avenue

Monroe, Louisiana 71201

TELEPHONE 387-1950

December 13, 1993

YES

Grants Officer
Grants and Contract Service
400 Maryland Avenue, SW
Room 3653, ROB-3
Washington, DC 20202-4729
Attention: 84.167 Final Performance Report

Dear Sir/Madam:

Enclosed is the Final Performance Report for FY 1992 grant received under the Library Literacy Program, Title VI which has been prepared by our evaluator, Gloria Camp. This report is being submitted in accordance with reporting requirements.

We are pleased that our report is extremely positive in terms of the impact our project is having on adult illiterates, and in particular our community. The goals of the library literacy program have been met by recruiting and training volunteers who have capably served as tutors, thereby increasing the capacity of the students to function as contributing members of the community.

Yours truly,

Ben Brady

Ben Brady
Library Director

BB:sm

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Part I: General Information

1. Name and address of organization receiving grant.

   Ouachita Parish Public Library
   1800 Stubbs Avenue
   Monroe, LA 71201

2. Name and telephone of person preparing this report.

   Gloria S. Camp
   (318) 396-7482

3. Grant Number: R 167A20331

4. Grant amount awarded: $ 35,000.00

   Actual amount expended: $ 34,512.43

1992 - 1993
FINAL PERFORMANCE REPORT
LIBRARY LITERACY PROGRAM
OUACHITA PARISH PUBLIC LIBRARY
Monroe, Louisiana

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Appendix:

Enrollment Form for Adult Learners
Tutorial Log
Enrollment and Activity Form for Volunteers
Media Messages and Press Releases
Printed Materials
Outline of Training Program (New Volunteers)
Inservice Training Program Information
Advisory Committee Meeting Documentation
Qualitative Information - - - Progress Notes (Sampling)

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Part II: Quantitative Data

1. **What is the size of the community served by this project?**

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000 - 200,000
_X_ over 200,000

2. **What type of project was this? (Check as many as applicable)**

_X_ Recruitment
___ Retention
___ Space Renovation
_X_ Coalition Building
_X_ Public Awareness
_X_ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe) _____
_X_ Collection Development
_X_ Tutoring
___ Computer Assisted
_X_ Other Technology
___ Employment Oriented
___ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. **Did you target a particular population? (Check as many as applicable)**

___ Homeless
___ Hearing Impaired
___ Visually Impaired
_X_ Learning Disabled
_X_ Mentally Disabled
_X_ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
_X_ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
_X_ English as a Second Language

4. **If this project involved tutoring, what tutoring method was used?**

_X_ Laubach
___ Orton-Gillingham
___ LVA
_X_ Other (describe)
ESL: Civil Service Test Preparation; Driver's License Test Preparation; Language Experience: Pre-GED: Sight Word Development
___ Michigan Method

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5. If this project involved tutoring, how was it provided? (check as many as applicable)

X one-on-one tutoring
___ small group instruction
___ classroom instruction

6.(a)If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? X yes ___ no

The Laubach check-up was given at the end of each book that had been completed. Of the participants completing at least one book 98% met the criterion of 80%. Two percent of the participants scored below 80 percent.

6.(b)If this project involved tutoring, were qualitative outcomes of student progress documented? X yes ___ no

Progress notes were kept by the tutors. A sampling of qualitative outcomes can be found in the appendix.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
X recruitment brochure
___ resource directory
___ evaluation report
__ survey
X newsletter(s)
X other (describe)
Flyers
Refrigerator Magnets

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 143 (81 new participants)

Of those served, how many received direct tutoring service? 143 How many hours direct tutoring service did they receive? 3471

How many new volunteer tutors were trained? 80

How many current volunteer tutors received additional training? 49

How many volunteer tutors (total) were involved? 102

How many non-tutor volunteers were recruited? 33

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How many service hours were provided by non-tutors? 234.5

How many librarians were oriented to literacy methods, materials, and students? 5

How many trainers of tutors were trained? 0

Part III: Narrative Report

1. A comparison of actual accomplishments to the goals and objectives set forth in the application. A description of any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. An explanation of why established goals and objectives were not met if applicable.

The Ouachita Parish Public Library and the United way expanded their literacy program through Project READ - A Second Chance. With the funds that were made available the grantee (1) recruited and trained volunteer tutors, (2) provided one-on-one tutoring for a large number of adult illiterates who could not otherwise have been served, (3) recruited adult illiterates, and (4) tutored a large number of adult illiterates who achieved satisfactory results. Achievement of project goals has enabled the participants to improve their literacy skills thereby making it possible for them to continue their education and/or vocational training whereby they can ultimately become contributing members of society. Volunteer services have been promoted by individuals, agencies, and organizations in the provision of literacy services while collaboration and cooperation among agencies has been enhanced.

Project Evaluation

Results are reported in the following narrative for each objective

Objective T.1.

Statement of Objective. By the end of the project period, at least 75 new adult learners will be recruited for the Library Literacy Program, Project READ - A Second Chance, as evidenced by enrollment records.

Data Collection Procedures. The enrollment forms for adult learners were designed by the evaluator and project director. Enrollment forms were completed for each volunteer. Enrollment forms were placed on file in the office of the coordinator. The level of participation of the adult learners was evidenced by the records maintained by the individual tutors.

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Analysis of Data. The evaluator compared the enrollment records to the records maintained by the tutors to determine if learners who were enrolled actively participated in the program.

Results. Enrollment records revealed that the objective of recruiting 75 new adult learners was exceeded. A profile of the 81 adult learners who were recruited is indicated in Tables 1-3.

Table 1. Age of Adult Learners *

Under 25	26-35	36-45	46-55	56-65	Over 65	Unknown
19	19	25	9	4	3	2

* The age of 2 adult learners was not determined.

Table 2. Race and Sex of Adult Learners

RACE				SEX	
White	Black	Hispanic	Asian	Male	Female
26	44	3	8	41	40

Table 3. Employment Status of Adult Learners

Employed	Unemployed
37	44

In addition to the 81 adult learners who enrolled in the program, 62 tutees who had previously been recruited were served. Inquiries were received from 7 prospective adult learners and 12 adult illiterates were on the waiting list.

Objective T.2.

Statement of Objective. By the end of the project period at least 50 percent of the new adult learners who have been in the program at least thirteen weeks will have made satisfactory progress in achieving literacy skills as evidenced by the completion of at least one book of the Laubach Way to Reading and a score of at least 80 percent on the book test or will have made a rating of satisfactory on life skills as verified by analysis of learner results in the individually prescribed programs.

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Data Collection Procedures. The Project Director and Project Evaluator designed Tutorial Logs. Each tutor kept a log for each adult learner. For each tutoring session, tutors recorded the date and time spent in tutoring and the progress made by the learner. When a book was completed, the learner completed the check-up which was graded and the results were recorded in the log. The log was placed on file in the office of the coordinator.

Analysis of Data. The evaluator compared the enrollment records to the records maintained by the tutors to determine if learners who were enrolled actively participated in the program. The number of learners who completed at least one book was compared to the number enrolled to determine if at least 50 percent of the new tutees did complete one book.

Results: Of the 81 adult learners who were recruited in the program 81 (100 percent) were reported as active during the grant period. Of the 39 (48 percent) new adult learners who were in the program thirteen weeks or more 22 (56 percent) tutees completed at least one book. Twenty (51 percent) of the adult learners who had been in the program the required time scored at least 80 percent on the book test. Five tutees completed two books. Of the 81 new adult learners there were 16 special needs students. Six of these learners were in the program thirteen weeks or more. None of these tutees completed a book. Tutors reported that the special needs students made progress in the following areas: (1) writing skills; (2) following directions; (3) social skills; (4) spelling; (5) vocabulary; (6) word attack skills; (7) completing applications; (8) reading labels in grocery stores; and (9) self confidence and self esteem. The grantee exceeded Objective T.2.

Objective V.1.

Statement of Objective. By the end of the project period, at least 75 new volunteers will be recruited as tutors in the Library Literacy Program, Project READ - A Second Chance, as evidenced by registration records.

Data Collection Procedures. The Project Director and Evaluator designed enrollment forms for volunteers. When a volunteer enrolled as a tutor, an enrollment form was completed and placed on file in the office of the coordinator. An Activity Form was designed to maintain records of training for each volunteer. The Activity Form indicated the training or in-service sessions attended by the volunteer. The form also included a record of the tutees who were being tutored by the volunteers.

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Analysis of Data. The evaluator analyzed the enrollment records to determine if 75 new tutors were enrolled. Records were maintained to provide evidence that tutors were trained and provided services to adult learners.

Results: The grantee exceeded Objective V.1. During the grant period 80 volunteers were recruited as tutors in the Library Literacy Program. Eighty recruits participated in the training program. These tutors are profiled in Tables 4-6 below.

Table 4. Age of Tutors

Under 25	26-35	36-45	46-55	56-65	Over 65
17	16	21	9	12	5

Table 5. Race and Sex of Tutors

RACE				SEX	
White	Black	Hispanic	Asian	Male	Female
62	18	0	0	12	68

Table 6. Employment Status of Adult Learners

Employed	Unemployed	Retired
66	6	8

In addition to the 80 new tutors reported above 49 tutors who had previously been recruited continued to provide services. The prospective tutor list includes 77 persons who did not participate during this grant period and 11 who did not complete the training.

Objective V.2.

Statement of Objective. By the end of the project period at least 70 percent of the new volunteers will successfully complete the Laubach Literacy Training Program as evidenced by a score of at least 70 percent on the Laubach Post-test.

Data Collection Procedures. After a volunteer was enrolled, he or she participated in the next training session for tutors taught by a certified trainer. Attendance records for the training sessions were maintained on the Activity Form. The post-tests for each session were placed on file in the office of the coordinator.

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Analysis of Data. The evaluator analyzed the Activity Form maintained for each volunteer to determine how many volunteers successfully completed the training program. The number completing the training program was compared to the number of volunteers enrolled to determine if 70 percent of the volunteers did complete the training.

Results: Of the 80 volunteers who were recruited 80 completed the program. Of those completing the program 80 (100 %) successfully completed the Laubach Literacy Training Program by scoring at least 70 percent on the post-test.

2. A comparison between proposed and actual expenditures by budget category.

The proposed and actual expenditures are detailed in Table 7 below.

Table 7. Budget Comparison

Budget Category	Proposed Expenditures	Actual Expenditures
Salary and Wages	$ 15,900.00	$ 14,794.11
Fringe Benefits	1,662.57	1,617.02
Travel	2,668.75	1,567.91
Equipment	-	-
Supplies	2,550.00	3,796.95 *
Contracted Services	-	-
Library Materials	2,137.68	2,063.56
Other	10,081.00	10,672.88
	$ 35,000.00	$ 34,512.43

* The overage in supplies was made necessary because more students were served than had been projected.

Process Evaluation

3. Specific details as to activities undertaken.

The major activities undertaken during this project period, changes or revisions, the timetable, and the persons who were responsible are reflected in Tables 8-11. Additional narrative regarding the major activities is provided on pages 10-12.

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Table 8. Objective T-1

Major Activity	Changes / Revisions	Timetable Begin	Timetable End	Person(s) Responsible
1.1 Prepare media messages designed to recruit adult illiterates for the tutoring program.	No changes or revisions for Objective T-1	10/92	12/92	Programmatic Director (PD), Project Coordinator (PC)
1.2 Prepare brochures and other materials to use in creating public awareness concerning the literacy program.		10/92	9/93	PD, PC
1.3 Arrange for dissemination of media messages on television and radio stations which reach adult illiterates.		10/92	9/93	PD, PC
1.4 Disseminate the brochures and other materials to ministers and other social service agencies who may refer adult illiterates to the tutorial program.		10/92	9/93	PD, PC
1.5 Enroll the tutees in the program.		10/92	9/93	PC

Table 9. Objective T-2

Major Activity	Changes / Revisions	Timetable Begin	Timetable End	Person(s) Responsible
1.1 Code the library materials.	No changes or revisions for Objective T-2	10/92	9/93	Library Assistant (LA)
1.2 Supervise use of computer and software.		10/92	10/93	LA
1.3 Diagnose the needs of the tutees.		10/92	9/93	Project Coordinator (PC)
1.4 Match each tutee with a tutor.		10/92	9/93	PC
1.5 Arrange for the tutoring schedule of each tutor/ tutee.		10/92	9/93	PC
1.6 Conduct the tutoring program.		10/92	9/93	Programmatic Director (PD), PC
1.7 Maintain records of the tutoring sessions.		10/92	9/93	PC
1.8 Administer the book test when each tutee completes a book.		10/92	9/93	Volunteer Tutor (VT)
1.9 Place all records on file with the Project Coordinator.		10/92	9/93	VT

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Table 10. Objective V-1

Major Activity	Changes / Revisions	Timetable Begin	Timetable End	Person(s) Responsible
1.1 Prepare media messages designed to recruit volunteer tutors.	No revisions or changes for Objective V-1	10/92	9/93	Programmatic Director (PD) Project Coordinator (PC)
1.2 Prepare brochures and other materials to use in creating public awareness concerning the literacy program.		10/92	9/93	PD, PC
1.3 Arrange for the dissemination of media messages on television, radio stations and in newspapers.		10/92	9/93	PD, PC
1.4 Disseminate the brochures and other materials to community leaders, civic clubs, church groups, senior citizen agencies, retired groups (i.e. Telephone Pioneers).		10/92	9/93	PD, PC
1.5 Arrange speaking engagements to local groups.		10/92	9/93	PD, PC, PA
1.6 Enroll the new volunteer tutors.		10/92	9/93	PD, PC

Table 11. Objective V-2

Major Activity	Changes / Revisions	Timetable Begin	Timetable End	Person(s) Responsible
1.1 Arrange for the training of a new trainer.	Did not complete 1.1, 1.2, and 1.3 because prospective trainer got a job and dropped out.	10/92	9/93	Programmatic Director (PD), Project Coordinator (PC)
1.2 Conduct the training for the trainer.		10/92	9/93	PD, PC
1.3 Arrange for the services of the trainers for the new group of tutors.		10/92	9/93	PD, Project Administrator (PA)
1.4 Conduct inservice training for current tutors.		10/92	8/93	PD, PC
1.5 Establish a training schedule for the new volunteer tutors.		10/92	9/93	PC
1.6 Train the volunteer tutors		10/92	9/93	PD, Trainer (T)
1.7 Give the tutors the post-test.		10/92	9/93	PC, T

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There were no revisions in the Management Schedule of Activities.

Table 12. Management Schedule of Activities

Major Activities	Timetable Begin	Timetable End	Person Responsible
1. Continue to provide an office for the Project Coordinator.	10/92	10/93	Programmatic Director (PD)
2. Employ the Project Coordinator.	10/92	10/93	Project Administrator (PA), PD
3. Contract for the Library Assistant.*	10/92	10/93	PA, PD
4. Contract for the Project Evaluator.	10/92	10/93	PA, PD
5. Purchase the training materials.	10/92	12/92	PA, PD
6. Purchase the tutoring materials.	10/92	9/93	PA, PD
7. Continue implementation of the computer management system.	10/92	9/93	Project Coordinator, (PC),PD
8. Supervise project activities.	10/92	9/93	PD, PC, PA
9. Design evaluation data collection system.	10/92	10/93	Evaluator (E)
10. Collect evaluation data and other information.	10/92	9/93	PD, E
11. Meet with the advisory committees.**	10/92	9/93	PA, PD, PC
12. Prepare and disseminate reports to U.S Dept. of Education, Ouachita Parish Library Board, Board of Directors for the United Way and other appropriate groups.	10/92	9/93	PA, PD, E, PC

* These responsibilities were shared by several library assistants.

** Information regarding advisory committee meetings is included in the appendix.

There were numerous activities conducted during the course of the 1992-93 project year as reflected in Tables 8-12 on pages 8-10. Additional information is provided below for the major activities.

Library Materials and Other Educational Materials. More than 200 high-interest low-vocabulary books were placed in the library locations as additional reading material to reinforce the literacy skills of the tutees. In addition, two VCR tapes, six audio tapes, and 11 software packages were provided for the adult learners. Types of educational materials that were ordered and utilized included (1) core curriculum consumable workbooks for students and tutors (4 levels); (2) the Challenger Series for students and tutor's manuals (8 levels); (3) Focus on Phonics for students and tutor's

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manuals (4 levels); (4) More Stories (1, 2, 3, 4) to accompany skill levels; (5) books required to teach the last two lessons at each level of skill; (6) check-ups and diplomas for each skill level; (7) other supplementary materials such as Patterns in Spelling, In the Know, Remembering, New Oxford Dictionary, etc.; (8) resource books for tutors such as Litstart, Help Yourself, Teaching Remedial Reading, etc.; and (9) accompanying story tapes for each skill level.

Training and Tutoring Programs and Materials. The training program for the volunteer tutors consisted of 12 hours of training over a three day period. This program included sessions on (1) the problem of illiteracy; (2) an introduction to the Laubach Way of Reading; (3) responsibilities of the tutor; (4) how the program works; (5) introduction to skill books I, II, III, IV; (6) speech sounds and patterns; and (7) the language experience approach. To support this effort training materials, skill books, resource tapes and manuals were provided by the project. The tutoring program consisted of individual sessions scheduled on a weekly basis. The tutees were diagnosed under the direction of the Program Coordinator using the Laubach Diagnostic Inventory, the Dolch Word List, and the Slosson Oral Reading Test. Tutoring materials included basic skillbooks, resource materials, life skill materials, teacher's manuals, and library resource materials.

Public Awareness Messages and Materials. A public awareness program was conducted to recruit volunteers who were needed as tutors and to attract adult illiterates who needed the tutoring services. Press releases and media messages were issued to and/or through the following media, organizations, agencies, and individuals as listed on page 12.

The staff disseminated information concerning Project - READ through presentations to groups as indicated below:

10/20/92 - Recruited tutors and tutees at St. Francis Medical Center
10/22/92 Agency Fair;

10/27/92 Recruited tutors and tutees on KTVE Channel 10 "AM Show:

7/26/93 - Passed out brochures and posters at meeting of Christian Community Ministries (45 present).

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Printed Media

Banner Democrat
Bastrop Daily Enterprise
Caldwell Watchman Progress
Catahoula New Booster
Concordia Sentinel
Daily Leader
Delhi Dispatch
Franklin Sun
Jena Times
Madison Journal
Monroe Dispatch
Monroe News-Star
NLU Pow Wow
Ouachita Citizen
Penny Saver
Richland Beacon News
The Free Press
The Gazette
The Jackson Independent
West Carroll Gazette

Other

All public libraries
Area churches (200)
Cards to inactive tutors

TV/Radio

K-104 Radio
KARD-TV
KEDM 90.3
KLIP Radio
KNLU Radio
KNOE Radio
KNOE-TV
KTVE-TV
KYEA-FM
Magic 106-KMGC

Other

City of West Monroe
Community service agencies
Governor's Literacy Newsletter
Louisiana Power & Light
(insert in statement)
Monroe Housing Authority Newsletter
NELLCO Newsletter
Rotary Club Newsletter
Social workers
United Way Newsletters
YMCA Newsletter

Contracted Services. Services contracted were to provide for the evaluation of the project. The evaluator completed the requirements of evaluation by (1) implementing evaluation procedures in accordance with the evaluation design, (2) developing data collection instruments, (3) organizing the data management procedures, (4) orienting staff in evaluation procedures and data collection, (5) assisting the programmatic director in collecting data, (6) analyzing the data, and (7) writing all the evaluation reports in print-ready copy. A consultant was contracted to conduct five 12-hour workshops.

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4. **Role of the library in the accomplishment of the goals and objectives set forth in the approved grant.**

The Ouachita Parish Public Library was involved in all aspects of project implementation. The librarian served as administrator for Project READ. The library provided the primary tutoring sites and housed the literacy materials, equipment, and software. In addition to the main library four branches were utilized for tutoring - Ouachita Valley Library, West Monroe Library, Carver Library and Anna Meyer Library. Library personnel were involved in (1) selecting literacy materials, (2) collection development, (3) selecting and setting up of hardware, (4) housing the collections, (5) assisting students and tutors in using the computer, (6) assisting in the set up of workshops, and (7) providing workshop and in-service sites.

5. **Names and locations of agencies and organizations recruited to volunteer their services for literacy programs.**

The following agencies and organizations made referrals to Project READ as listed below.

Agency	Location
1. Charter Center	- Monroe
2. Child Protection Agency	- Monroe
3. Delta Mini-Mart	- Monroe
4. Delta Ouachita Vo-Tech School	- West Monroe
5. Even Start	- Monroe
6. First Call for Help (United Way)	- Monroe
7. Franklin Parish Library	- Winnsboro
8. G.B. Cooley	- West Monroe
9. Harmony House	- Monroe
10. Monroe Housing Authority	- Monroe
11. Monroe Police Department	- Monroe
12. Northeast Louisiana University	- Monroe
13. Office of Lifelong Learning	- Baton Rouge
14. OPPL	- Monroe
15. Ouachita Medical Center	- Monroe
16. Serenity House	- Monroe
17. Sheltered Workshop	- Monroe
18. Social Security Office	- Monroe
19. St. Paul's Methodist Church	- Monroe
20. Students in Project READ	- Monroe, West Monroe
21. Trinity Home Health	- Monroe
22. United Way	- Monroe
23. United Way	- Texarkana
24. Welfare Office Monroe	- Monroe

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Project READ made referrals to the following:

	Agency		Location
1.	ARCO	-	Monroe
2.	Bastrop Churches	-	Bastrop
3.	Brighter Tomorrows	-	Magnolia, AR
4.	Christian Learning Center	-	Rayville
5.	Conway Hospital	-	Monroe
6.	Deaf Action Center	-	Monroe
7.	Delgado Community College	-	New Orleans
8.	Delta Ouachita Vo-Tech School	-	West Monroe
9.	Even Start	-	Monroe
10.	Faith Place	-	Monroe
11.	Families Helping Families	-	Monroe
12.	First Call for Help	-	Monroe
13.	G.B. Cooley	-	West Monroe
14.	Individual teachers	-	Monroe
15.	Job Corps - Employment Office	-	Monroe
16.	Lifelong Learning Center	-	Baton Rouge
17.	Lions' Club	-	Monroe
18.	Literacy Hotline	-	Baton Rouge
19.	Memorial Methodist Church	-	Monroe
20.	Monroe Housing Authority	-	Monroe
21.	New Orleans Public Library	-	New Orleans
22.	New Way Center	-	Monroe
23.	NLU - Adult Learning Center	-	Monroe
24.	NLU - Campus Ministries	-	Monroe
25.	NLU - Continuing Education Dept.	-	Monroe
26.	NLU - Individual Professors	-	Monroe
27.	NLU - Learning Center	-	Monroe
28.	NLU - Math Department	-	Monroe
29.	NLU - Placement Advisor	-	Monroe
30.	NLU - Reading Department	-	Monroe
31.	NLU - Speech and Hearing Clinic	-	Monroe
32.	Operation Mainstream	-	New Orleans
33.	OPPL	-	Monroe
34.	Orten Dyslexic Society	-	Monroe
35.	Ouachita Council on Aging	-	Monroe
36.	Pals Lab, Monroe City Schools	-	Monroe
37.	People Unlimited	-	Ruston
38.	RSVP	-	Ruston
39.	Ruston Literacy Program	-	Ruston
40.	School Board Offices	-	Monroe
41.	St. Francis Medical Center	-	Monroe
42.	True Vine Baptist Church	-	Monroe
43.	West Ouachita Senior Center	-	West Monroe

Project READ developed linkage with other individuals or agencies as indicated below:

Agency / Individual	Nature of Linkage Initiated by Project
Ouachita Parish School System - Even Start	Shared information and made referrals.
Delta Ouachita Vocational - Technical School	Provided tutoring services for vocational-technical students; shared information.
Lions Club	Enlisted aid in providing eye exams and glasses for needy students.
Department of Transportation and Development (Monroe and Winnsboro)	Provided information on establishment of workplace literacy program.
NELA Learning Center	Agreed to refer students to Project READ who were not ready for GED Program.
Monroe City School System - PALS Lab	Agreed to make referrals to each agency as deemed appropriate for the student.
Social Security Office	Provided information for their clients.
Monroe Mental Health Center	Shared information and provided services for their clients.
KNOE-TV, KTVE-TV KARD-TV; and radio stations K-104, KEDM, KLIP, KNLU, KNOW, KYEA, KMGC	Enlisted their aid in public service announcements to recruit tutors and tutees.
Monroe News-Star and all local newspapers in north Louisiana	Enlisted their aid in publicizing Project READ to create awareness and to increase the involvement in the project
Monroe Housing Authority	Trained two tutors who provided on-site tutoring.
Junior League of Monroe and Capital Bank	Enlisted aid in printing and distribution of bookmarks for Project READ.

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6. Names and locations of libraries and other sites whose facilities were used for this project.

The Ouachita Parish Public Library and the Library Branches were the primary tutoring sites. The library sites and other sites that were used are indicated below:

* Anna Meyer Public Library	Monroe
* ARCO	Monroe
* Beale St. Center	Monroe
* Cypress Public Library	West Monroe
* Carver Public Library	Monroe
* Episcopal Church	Bastrop
* Farmerville Library	Farmerville
* First Baptist Church	Rayville
* G.B. Cooley	West Monroe
* Harmony House	Monroe
* LA Tech Library	Ruston
* NLU Campus Ministries	Monroe
* Ouachita Parish Public Library (Main Site)	Monroe
* Ouachita Valley Public Library	West Monroe
* Samuel Dr. Center	Monroe
* Sheltered Workshop	Monroe
* St. Paul's Methodist Church	Monroe
* West Ouachita Senior Center	West Monroe

7. Impact of the Federal Project on the ongoing program of the grantee

Project READ has had a positive impact on the library system and upon the adult learners who have been growing in their quest for literacy. The adult learners have become acclimated to the library as they have met with their tutors for the tutoring sessions. The Library Board of Control, the library director, and the staff all feel that their association with Project READ and with the United Way has (1) increased access to library services to another part of the community which had not been served, (2) increased the circulation of books and materials, and (3) increased the probability that the project participants will become regular users of the library.

Because of the confidentiality involved with the project it is difficult to document the success of this endeavor. However, the automated circulation system has recorded more than 2000 high-interest low-vocabulary books that were circulated between October 1, 1992 and September 30, 1993. Numerous other materials were checked out by the tutors with the Project READ card for tutees who may not have had a library card. In addition, the Apple II-E computer has been a popular learning tool for the tutees.

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Appendix

Enrollment Form for Adult Learners

ENROLLMENT FORM

Name: _____
Last First Middle

Address: _____

Telephone Number: _____

Age: ____ 16-25 ____ 26-35 ____ 36-45
____ 46-55 ____ 56-65 ____ over 65

Sex: ____ Male: ____ Female

Race: ____ White; ____ Black; ____ American Indian;
____ Hispanic; ____ Asian; ____ Other (list).

Handicapping Condition: ____ Yes; ____ No.

Educational Level (Last Grade Completed):

____ Grade 5 or below ____ Grade 9
____ Grade 6 ____ Grade 10
____ Grade 7 ____ Grade 11
____ Grade 8 ____ Grade 12

Employment Status:

____ Employed; ____ Unemployed; ____ Retired

If employed:

Place of Employment _____

Working Hours _____

Days/Hours Available for Tutoring Sessions:

Days	Hours
_____	_____
_____	_____
_____	_____

Where did you hear about this program? _____

_____

Placement/Assignment

Name of Tutor: _____

Book Placement

Skill Book _____ 21 Lesson _____

Tutorial Log

_____
Month

TUTEE MONTHLY LOG

Name of Tutee: _____

Name of Tutor: _____

Date of Sessions	Time Spent	Progress Notes

Enrollment and Activity Form
for Volunteers

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ENROLLMENT FORM Tutors

Name: _____
Last First Middle

Address: _____

Telephone: (Home) _____ (Work) _____

Age: _____ 18-25 _____ 26-35 _____ 36-45

_____ 46-55 _____ 56-65 _____ over 65

Sex: _____ Male _____ Female

Race: _____ White _____ Black _____ American Indian

_____ Hispanic _____ Asian _____ Other

Educational Level (Last Grade Completed):

_____ Grade 12 _____ Bachelor's Degree _____ other

_____ 1-2 yrs. College _____ Master's Degree

_____ 3-4 yrs. College _____ Doctor's Degree

Specific Skills or Interest:

_____

Any language, other than English, that you speak/understand:

_____

Employment Status:

_____ Employed _____ Unemployed _____ Retired

If employed:

Place of Employment _____

Working Hours _____

Days/Hours Available for Tutoring Sessions:

Days	Hours
_____	_____
_____	_____
_____	_____

Where did you hear about this program? _____

_____

Can you volunteer in any of these areas? _____ Phoning _____ Publicity

_____ Public Speaking
_____ Hostess for Workshops or Visitors
_____ Conducting Tutor Workshops
_____ Other

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Activity form

Tutee's Names	Date Assigned	Did Student Report?

Media Messages
and
Press Releases

NEIGHBORHOOD CENTERS OPEN

A ribbon cutting ceremony was held at 10:00 A.M., Wednesday, February 3, 1993, at 4237 Beale Street to dedicate two Neighborhood Centers located at 4237 Beale and 1951 Samuel Drive. These Centers are located within Monroe Housing Authority developments, Booker T and Berg Jones Lane, and have been established as part of the Monroe Housing Authority's 1992 Drug Elimination Program.

The Monroe Police Department utilizes the Neighborhood Centers as offices and activity centers for the Neighborhood Policing Program, which is also funded under the Drug Elimination Program. The Parenting and Family Enrichment Program, a drug prevention program, provided by Northeast Louisiana University Department of Social Work has also been implemented at the Centers.

The Boy Scouts, Girl Scouts, and Project Read (through United Way) also utilize the Centers.

PROJECT READ IN FULL SWING AT NEIGHBORHOOD CENTERS

Project Read, a United Way Service, in conjunction with the Ouachita Parish Public Library, has arranged for the bookmobile to come to both of the Neighborhood Centers.

The bookmobile will be at the Samuel Street Center from 9:00 until 10:30 A.M. and at the Beale Street Center from 1:00 to 2:30 P.M. on the following days: June 4; June 25; July 16; August 6; and August 27.

For more information about Project Read, call April Gray at 325-3869. Happy reading!

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AGENCY UPDATES

Following is information from Community Health and Human Service Agencies. Agency activities, staff changes and program information are detailed.

The Community Services Directory is being updated. If you have information concerning a community service or organization that you think needs to be included, please contact Jan Wawrzyniak at United Way 325-3869.

The 2nd Annual Seniors Information and Wellness Day sponsored by the **Ouachita Council on Aging** will be held Tuesday, May 4 at the Civic Center Conference Hall. Health screenings, consultations and information on issues of concern to the elderly will be available. For more information, call Shirley Cagle or Lynda McGhee at 387-0535.

Susan Wheeler, Project READ-A Second Chance coordinator, has resigned and Barbara McLaughlin will act as interim coordinator.

United Way of Northeast Louisiana welcomes Martha Savage as the new Campaign Director.

National Volunteer Week is April 19 - April 24. The United Way Volunteer Center has thank you cards with Red V's inside to recognize area volunteers. Any non-profit public service agency or civic/service club can order these to distribute to their volunteers. Call the United Way Volunteer Center at 325-3869 to place your order.

If your agency has news or events for this column, contact Sydney Heard, United Way Associate Executive Director, at 325-3869.

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AGENCY UPDATES

Following is information from Community Health and Human Service Agencies. Agency activities, staff changes and program information are detailed.

❑ **Project READ** will conduct a training workshop for anyone interested in volunteering to teach adults to read. The 3-session workshop will be held September 9, 11, and 12. Pre-registration is required. Cost is $10.

❑ This fall the **YMCA of Northeast Louisiana** will offer a new program just for teens. The program is designed to get youth to take a greater part in school, community and civic activities. It will include special activities plus educational training sessions.

❑ Look for **ARCO** barbecue, sponsored by the Knights of Columbus, in October.

❑ **The Northeast Louisiana Literacy Coalition** will sponsor a literacy fair during National Literacy Month. The fair will be held at Center Court at Pecanland Mall on Saturday, September 25, from 9 am-4pm.

If your agency has news or events for this column, contact Sydney Heard, United Way Associate Executive Director, at 325-3869.

AGENCY UPDATES

Following is information from Community Health and Human Service Agencies. Agency activities, staff changes and program information are detailed.

▼ **Boys and Girls Club of West Monroe** will sponsor the annual Duck Race on July 4th. To enter the race, adopt a duck for $5 at any of the local banks, McDonald's resturants, or from the Boys & Girls Club of West Monroe. A corporate package is also available for $250 which includes a ride on the V.I.D. (Very Important Duck) boat, ducks and dinner. Race begins at 5:00 p.m. on the Ouachita River in front of the Parish Courthouse.

▼ **ARCO**, A Community Resource, will conduct its annual membership drive June 1 - July 31.

▼ **Project READ - A Second Chance**, an adult literacy program sponsored by United Way and Ouachita Parish Public Library, will conduct a three-day training workshop July 24, 26 and 27 for anyone interested in teaching an adult to learn to read.

If your agency has news or events for this column, contact Sydney Heard, United Way Associate Executive Director, at 325-3869.

CHEERS TO VOLUNTEERS

The following is for recognition of outstanding efforts of volunteers. If your agency has a volunteer or group to recognize, please call Jan Wawrzyniak at the United Way Volunteer Center, 325-3869.

▼ Thanks to **Elder Skinner, Elder Lowe, Sister Warthen and Sister Staffanson** from the YWCA for setting up the clothing distribution center for shelter clients and for helping rearrange the furniture in the shelter.

▼ Twin City Athletic Association wishes to thank **Pamela Saulsberry, Robert Porter, Dr. Camile Perkins, Carolyn Lewis, Mary Newton, LTI employees** and other agency representatives who took part in the "Dealing with Anger/Conflict" workshop.

▼ Project READ thanks all its volunteers who have given over 3,000 hours this past year helping adults learn to read. We especially want to thank **Cynthia Van Landingham** and **Pete Kelly** who have helped the tutors with the new computer programs at the library.

▼ A big thanks goes out from the American Red Cross to the 7 **NLU Social Work students** for their hard work this semester.

Grant Allows Local Literacy Program To Continue

Project Read: A Second Chance received a $35,000 grant from the Department of Education to continue its literacy program for Northeast Louisiana. Project Read is a joint program of United Way of Northeast Louisiana and Ouachita Parish Public Library, and was developed to help give adults who didn't learn to read earlier in life a second chance. The program offers free, confidential tutoring using the Laubach method. Volunteer tutors work one-on-one with students at a confidential setting decided upon by the student and the tutor so that the student's identity remains confidential.

The $35,000 grant represents 82 per cent of the total cost of the project, with the remaining 18 per cent being provided by the co-sponsors. Part of the funding will be used to purchase computer software which will assist students in learning how to read while also working with their tutor. The core curriculum will be provided free to the tutors and their students. High-interest, low-vocabulary books will also be purchased through the grant.

CONGRATULATIONS!!

GRANT ALLOWS LOCAL LITERACY PROGRAM TO CONTINUE

Project Read: A Second Chance received a $35,000 grant from the Department of Education to continue its literacy program for Northeast Louisiana. Project Read is sponsored by United Way of Northeast Louisiana and Ouachita Parish Public Library.

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Education

Volunteer tutors are needed for Project READ — A Second Chance.

Volunteers in the program teach adults to read in a one-on-one setting. A workshop to train volunteers is scheduled for 6 to 8:30 p.m. Thursday, 9 a.m. to 4 p.m. Saturday, and 1:30 to 4:30 p.m. Sunday at the Ouachita Parish Public Library at 1800 Stubbs Ave., Monroe. Attendance at all three sessions is required for certification.

Registration is required and a $10 fee includes the first workbook and lunch on Saturday. Information: 325-3869.

9/9, 11, 12 /93

is $40. For more information, call the NLU Division of Continuing Education at 342-1030.

Literacy workshops to be held for tutors

The United Way of Northeast Louisiana and the Ouachita Parish Public Library have scheduled Project Read — A Second Chance orientation and workshops for 6 to 8:30 p.m. Thursday; 9 a.m. to 4 p.m. Saturday; and 1:30 to 4:30 p.m. Sunday at the library's main branch.

Project Read — A Second Chance is a free one-on-one program that teaches adults how to read in a confidential setting using the Laubach method. The workshop will train volunteers to become tutors.

The workshop is open to anyone interested in volunteering to teach adults to read.

Preregistration is required. A $10 registration fee includes the cost of the first workbook. Attendance at all three sessions is required for certification.

Lunch will be provided Saturday.

For more information, call Susan Wheeler at 325-3869.

Missing Your Newspaper? Call: 362-0205

THE MONROTARIAN

VOLUME 76, NO. 35 ACTIVE MEMBERS 304 OCTOBER 1, 1992

LAST WEEK'S PROGRAM

Ouachita Parish Public Library

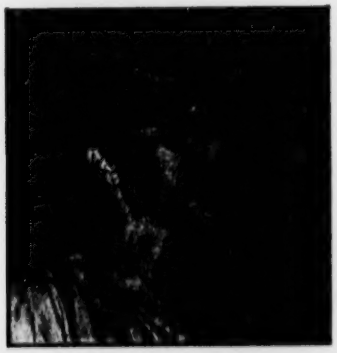
United Way of Northeast Louisiana

Project READ - A Second Chance

Sponsored by Ouachita Parish Public Library and United Way of Northeast Louisiana

Toni Cordell brought us an informative program about adults overcoming functional illiteracy. Toni's lack of reading skills as an adult brought tragedy early on in life as she went through a divorce. Unable to read the divorce papers she unknowingly signed over all her possessions and the custody of her children.

The number of illiterate adults has grown to an all-time high. The purpose of Toni's program was to bring this problem to our attention. The United Way and the Ouachita Parish Public Library have joined forces to bring a program called "Project Read - A Second Chance" to the Twin Cities. In this program volunteer tutors give 1½ hours a week to teaching someone to read. Each tutor will be trained in the Lubach Method of adult literacy. If you have time to volunteer call the United Way or the Ouachita Parish Public Library.



Coming Attractions

October 1st — Off-site Rotary Fellowship.
October 8th — Dr. Cannon, Superintendent of Monroe City Schools
October 15th — Lawson Swearingen, President of N.L.U.
October 22nd — Pepe Loayza with Interact and Girls' State
October 29th — Monroe Chief of Police: Joe Stewart
November 5th — Sidney Seegers, Roger Garner and Earl Lingle bring Monroe Rotary a presentation on their Rotary Fellowship Exchange trip to England.
November 12th — Dr. Timothy Mickel speaks on New Innovations

MONROE ROTARY INTRODUCES TWO NEW ROTARIANS

Jeff Hawley and Bruce Hursey

Bruce Hursey was introduced by Wayne Williams. Bruce is the owner of Monroe Franchise of Management Recruiters. He lives in Monroe with his wife, Linda.

Warren Blakeman and Sidney Seegers

Rev. Warren Blakeman was introduced by Stewart Gentry. Rev. Blakeman is a Methodist Minister here in Monroe at St. Paul's.

LAST WEEK'S GUESTS

Kate Kincannon, Mark Ewing (St. Frederick Interact); Susan Wheeler (Janet Shead); Jahnell Dupree (Dan Dupree); Ed Beene (Ben Marshall); Mary Ann Van Veckhoven (Billy Van Veckhoven); Bill Kelly (Jack Files); and Jim Shannon (Tom Boggs).

VISITING ROTARIANS

Sydney Heard — Northeast; Charles H. Camp — Southwest Lubbock, TX; and Jerry Lynn — Northeast.

LEARN TO READ

FREE CONFIDENTIAL TUTORING FOR ADULTS

Project READ - A Second Chance

325-3869

Project READ is funded by a $35,000 U. S. Department of Education Library Grant which accounts for 92% of the total project budget.

Help an Adult Learn to Read!

Project READ - A Second Chance
Tutor - Training Workshop

OUACHITA PARISH PUBLIC LIBRARY
1800 STUBBS AVENUE, MONROE, LA 71201

Pre-Registration is required. Call: 325-3869

The workshop will be held on:

Thursday, September 9 6:00 p.m. - 8:30 p.m.

Saturday, September 11 9:00 a.m. - 4:00 p.m.

Sunday, September 12 1:30 p.m. - 4:30 p.m.

REGISTRATION FEE : $10.00

Ouachita Parish Public Library

United Way of Northeast Louisiana

✓ 10-27-92

KTVE Channel 10 A.M. SHOW

Promoting Project READ &
Literacy Collection provided by
Grant Funds - available to
Public at library
Recruiting tutors + tutees

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Project READ - A Second Chance

Ouachita Parish
Public Library

1300 Hudson Lane, Suite 7
Monroe, Louisiana 71201
(318) 325-3869
Fax: 318-325-4329

United Way
of Northeast Louisiana

August 10, 1993

FOR IMMEDIATE RELEASE

Contact: Barbara McLawchlin
Project READ Coordinator
Phone: (318) 325-3869

SUBJECT: VOLUNTEER TUTORS NEEDED FOR LOCAL LITERACY PROGRAM

Helping someone learn to read can be one of the most rewarding volunteer experiences a person can enjoy. By becoming a volunteer tutor with Project READ - A Second Chance, you can give adults who didn't learn to read earlier in life, a gift to treasure a lifetime. Project READ - A Second Chance is a free program of Ouachita Parish Public Library and United Way of Northeast Louisiana. It's a one-on-one program which teaches adults how to read in a confidential setting using the Laubach method. A workshop has been scheduled to train volunteers to become tutors. The workshop is scheduled for:

ORIENTATION:	**Thursday, September 9**	**6:00 p.m. - 8:30 p.m.**
	Saturday, September 11	**9:00 a.m. - 4:00 p.m.**
	Sunday, September 12	**1:30 p.m. - 4:30 p.m.**

Orientation and the workshops will be held at the Ouachita Parish Public Library located at 1800 Stubbs, Monroe. Pre-registration is required along with a $10.00 registration fee which includes the cost of the first workbook. Attendance at all three sessions is required for certification. Lunch will be provided on Saturday.

The workshop is open to anyone interested in volunteering to teach adults to read. To register, call 325-3869.

Press releases such as this sent out for all 5 workshops to 31 media throughout this area.

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PROJECT READ-A SECOND CHANCE IS FOR ADULTS WHO WANT TO LEARN TO READ. THIS PROGRAM IS SPONSORED BY THE OUACHITA PARISH PUBLIC LIBRARY AND UNITED WAY OF NORTHEAST LOUISIANA. TRAINED VOLUNTEER TUTORS WORK ONE ON ONE IN A CONFIDENTIAL SETTING WITH THEIR STUDENTS. THERE ARE NO CLASSROOMS OR FEES FOR STUDENTS. IF YOU KNOW SOMEONE WHO WOULD LIKE TO LEARN TO READ CALL UNITED WAY FIRST CALL FOR HELP AT 322-0400 FOR MORE INFORMATION ABOUT THIS PROGRAM.

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Date : August 5, 1993

Subject: Bookmobile stops on Samuel Drive and Beale Street

As part of Project Read, a joint effort of the United Way of Northeast Louisiana and the Ouachita Parish Library, residents of Samuel Drive and Beale Street, two south Monroe neighborhoods, have been receiving library bookmobile service during the summer months. Ninety-two patrons, mainly children, have checked out 673 books during June and and July. During August, story hours will be presented for the children at both stops.

Project Read co-ordinator, Barbara McLawchlin, and Delta Service Corp. tutor, April Gray, have worked with the library in promoting reading and bookmobile service in these two areas. The efforts of all involved have been rewarded with the response and excitement of those being served.

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Printed Materials

LITERACY
The Student

- Is an adult who missed the first chance to learn to read.
- Is 18 years of age or older.
- Wants to learn to read for many reasons, such as:
  - to get a job or promotion.
  - for personal enjoyment, or
  - to help a child with homework.

LITERACY
The Volunteer Tutor

- Is an adult who can read and write and wants to help others learn.
- Does not have to have any previous teaching experience.
- Is certified in a 10 1/2 hour workshop which includes a $10 registration fee.
- Is willing to tutor the student a minimum of 1 1/2 hours per week.
- Completes monthly progress reports on the student.

LITERACY
The Solution

Project READ - A Second Chance

- Trained volunteers work one-on-one with the student.
- The service is confidential; there are no classrooms.
- Tutoring is in convenient locations such as a library or church.
- There is no cost to the student.
- The student works at his/her own pace.
- The volunteers are certified in the Laubach method of adult literacy.

Ouachita Parish
Public Library

United Way
of Northeast Louisiana

Project READ - A Second Chance

**Sponsored by Ouachita Parish Public Library and
United Way of Northeast Louisiana**

325-3869

**Project READ - A Second Chance
1300 Hudson Lane, Suite 7
Monroe, LA 71201**

Project READ
A Second Chance

*For adults who want to learn to read or
who want to volunteer to help.*

Need Help
Call Project
READ - A
Second Chance

325-3869

Sponsored by:
*United Way
*Ouachita Parish
Public Library

Bookmark by:
*Jr. League of
Monroe
*Capital Bank

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This Bookmark is useless to 38,175 people over 18 years old in Ouachita Parish.

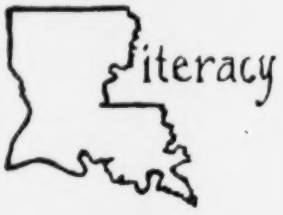
They would have trouble reading it!

Volunteer to teach people to read by calling:

325-3869

Literacy efforts supported by the Jr. Leagues of:
Alexandria
Baton Rouge
Lafayette
Lake Charles
Monroe
New Orleans
Shreveport

Hot Line:
1-800-227-3424



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Outline of Training Program
(New Volunteers)

BRIEF OUTLINE

WORKSHOP OBJECTIVES
PROBLEM OF ILLITERACY
INTRO TO LAUBACH WAY TO READING
RESPONSIBILITIES OF THE TUTOR
HOW THE PROGRAM WORKS

SENSITIVITY TO THE NON-READER
SKILL BOOK I
PRINTING
CORRELATED MATERIALS
REVIEW AND REINFORCEMENTS
SKILL BOOK II AND CORRELATED MATERIALS
EACH ONE TEACH ONE (EOTO) PRACTICE

LANGUAGE EXPERIENCE
SPEECH SOUNDS
SPEECH PATTERNS
DUET READING
SKILL BOOK III
SKILL BOOK IV
WORKSHOP REVIEW
WORKSHOP EVALUATION
PREPARING FOR THE TUTORING ADVENTURE
PRESENTATION OF CERTIFICATES

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Project READ-A Second Chance

Job Description: Volunteer Tutor

TYPE OF WORK: Volunteer Reading Tutor

PURPOSE:
To help an adult eighteen years of age or older to acquire basic reading and writing skills and to use those skills to meet self-identified goals.

TRAINING:
Twelve hour pre-service basic literacy tutor workshop required; participation in periodic in-service training sessions voluntary but encouraged.

PLACE OF WORK:
One-on-one tutoring will occur in a neutral place in the community such as a church or library.

HOURS:
The volunteer reading tutor and student should meet at least once weekly for 1 1/2 hours each time. Lesson preparation time usually equal to amount of time spent tutoring.

DUTIES:

1. Provide encouragement and support by:
   a. Helping the student develop confidence and a positive attitude toward learning by affirming his or her thinking and progress in the lesson.
   b. Showing respect for the student by listening to what he/she has to say and by involving him/her in decisions about the learning process.
   c. Selecting materials and approaches that are suitable to the student's skill level and needs and giving praise whenever the student is successful.
   d. Encouraging the student to respond to difficult materials by being supportive rather than critical of his/her mistakes.
   e. Seeking to understand the psychological, emotional, and physical problems that may cause a student to have difficulty learning to read.
   f. Meeting regularly and punctually.
2. Be well prepared for each lesson and give the student lessons designed for him or her as an individual.
3. Review with the student the work he/she has done.

4. Keep records of the student's progress.

5. Report to the coordinator regularly on student progress and any change in class schedule. This monthly report is necessary to substantiate the need and effectiveness of Project READ as a literacy program. (Tutors may want to keep a record of mileage for personal income tax purposes.)

VOLUNTEER QUALIFICATIONS:

1. Dependable and prompt
2. Interested in and enjoys relating to a variety of people
3. Willingness to maintain the confidentiality of the lessons
4. Literate (professional training is unnecessary)
5. Flexible
6. Friendly
7. Patient
8. Optimistic
9. Sense of humor is helpful

FRINGE BENEFITS:

1. Altered perception of the world
2. Increased understanding and appreciation of different values and lifestyles
3. Increased skill in creative problem-solving

Please notify the Project READ office of the following:

1. If you need to order books
2. If your student shows exceptionally slow progress
3. If your student fails repeatedly to attend tutoring sessions.
4. If you or your student have a change of address or telephone number
5. If you desire to be placed on "hold" or withdraw from the program

Project READ - A Second Chance Coordinator:

Barbara McLawchlin -

325-3869	Monroe
322-0400	toll free within 55 mile radius
325-4329	Fax #

Inservice Training Program Information

Gerry Darnell
Dan Wineinger
Suzanne Hamilton
Donna Hough
JoAnn Alley
Barbie Hubbard

6

October 9, 1992

Dear Tutors,

Many of you are using the **Challenger Series** or would like to know more about using the series along with the **Laubach Way to Reading.** So, we are offering an in-service to give you the opportunity to learn more about the use of this alternative tutor material.

Also, we are offering those of you who missed the previous computer in-service meetings another opportunity to familiarize yourselves with the Apple IIE and IBM plus the available software.

Please note the dates and times below. It will be necessary to know if you plan to attend **either,** or **both** in-service meetings, as we need to know the materials to provide. Please respond by **October 16,** by filling out and returning the registration form below, or by calling me at 325-3869.

Sincerely,

Susan S. Wheeler

Susan S. Wheeler
Coordinator

****

Please fill out and return by October 16, or call 325-3869.

Please check:

I will attend the **Challenger Series** in-service, Monday, October 19, 1992, from 6:30 p.m. - 8:30 p.m., at Ouachita Parish Library, 1800 Stubbs Ave. _____

I will attend the Computer in-service, Monday , November 2, 1992, from 6:30 p.m. - 8:30 p.m., at Ouachita Parish Library, 1800 Stubbs Ave. _____

NAME_____ PHONE (day)_____

ADDRESS_____ ZIP_____

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In-Service Training for Tutors

Date: November 2, 1992 Hours: 6:30 - 8:30 pm.

Location: Ouachita Parish Public Library

Leader: Cynthia Van Landingham

Objectives: Familiarize tutors with Apple IIe and IBM computers plus software - Project Star, Level 1, and Laubach Way to Reading software.

Participants' Sign-In

Don Winninger	
Rose Collier	
Cynthia Van Landingham	Presenter
Donna Haigh	
Barbara Hilliard	
Jerry Harrell	
Suzanne Hamilton	
Ann Allen	
Diana Coldwell	
8	

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In-Service Training for Tutors

Date: 3-29-93 Hours: 6 p.m.

Location: Ouachita Parish Public Library

Leader: Cynthia Van Landingham

Objectives: Teach tutors how to use IBM & APPLE & SOFTWARE

Participants' Sign-In

Norma Griffin	
Barbara McLaurdin	
Barbara Fisher	
Cynthia Van Landingham	Presenter
Joyce P. Temple	
April Gray	
5	

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In-Service Training for Tutors

Date: April 5, 1993 Hours: 6:30 - 8:30

Location: Ouachita Parish Public Library

Leader: Susan Wheeler

Objectives: Sharing Time

Introduce New Coordinator

Participants' Sign-In

Jay Esmoyer

Joyce Tengle

DON WINEINGER

Norma Griffin

Vicki Anderson

Pam Garner

Wilver Washington

Barbara McLaurhlk

Pearl Wilson

Hazel Wallace

Mrs. Rosa Lee Coffey

Russell S. Barch

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Project READ - A Second Chance

Ouachita Parish
Public Library

1300 Hudson Lane, Suite 7
Monroe, Louisiana 71201
(318) 325-3869
Fax: 318-325-4329

United Way
of Northeast Louisiana

July 26, 1993

Dear **Project READ Tutor,**

Hope you are having a wonderful, safe summer. There are several upcoming events that may be of interest to you. Please note on your calendar.

A **Tutor Share Group Meeting** will be held for you to get together with other tutors to discuss problems or questions you may have. This meeting will be an open discussion and can be very helpful to you.

Tutor Share Group Meeting: Thursday, 8/12
6:30 P.M. - 8:30 P.M.

I have received many requests for an additional **computer inservice** to be held on the Apple II and IBM computers. If you are interested in learning about the operation of these two computers and the available software, please plan to attend one of the following inservice meetings.

Computer Inservice: Tuesday, 8/24 or Thursday, 8/26
6:30 P.M. - 8:30 P.M. each night

If you are interested in attending any of these events, please call me by August 6 at 325-3869 to pre-register.

September is **National Literacy Month** and area literacy programs are planning to attend the **Northeast Louisiana Literacy Fair** which will be held in the mall, **Saturday, September 25, from 9 A.M. - 4 P.M.** Project READ will be participating and will have a booth. If you'd like to volunteer to man the booth, please complete the enclosed form and return to me as soon as possible. I would like to have at least 2 volunteers for each 2-hour time period. Students are encouraged to participate. Please tell your student and if any of them would like to participate, please let me know.

Hope you can attend any of the upcoming events. I look forward to seeing you there!!

Sincerely,

Barbara McLawchlin

Barbara McLawchlin
Project Coordinator

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Northeast Louisiana Literacy Fair
Saturday, September 25, 1993
9:00 A.M. - 4:00 P.M.

I'd like to help man the Project READ booth at the designated time:

____Set up - 9 A.M.

____10:00 A.M. - 12:00 P.M.

____12:00 P.M. - 2:00 P.M.

____2:00 P.M. - 4:00 P.M.

____Take Down at 4:00 P.M.

____My student, _____, would like to participate.

Tutor Tips

Good readers pay attention to whether or not they understand written material as they read it. If they do not understand, they might reread, look for the important points, or look for specific words that may have made the material baffling.

"Poor" readers may not be aware of these strategies and give up if they don't understand the material. Understanding the reading process would help them become actively involved in using it to improve their comprehension.

Tutors can help adults learn these strategies and better understand the reading process by using the following suggestions.

1. Ask the student to describe what makes a good reader. Some of the answers may surprise you. Some students think reading is spelling. Some believe you must know all the phonic sounds. Some believe words must be memorized. Each of these is a valid strategy. Once a tutor knows which strategies the student uses, she can suggest new ones that might also be helpful. Students should be able to use a variety of strategies to understand what they read. *Example:* If a student believes reading is being able to sound out each letter in a word, the tutor should talk about learning whole words or using context clues.
2. Initiate a discussion of reading strategies that student used in the current lesson. These could include learning to recognize words by relating them to word families, by decoding, or by analyzing word parts such as syllables, prefixes and suffixes.
3. Ask the student what he does when he does not know the meaning of a word. Does he know how to look for the context clues within the sentence? What does the student do when he does not understand a passage? Does he reread looking for the source of confusion?
4. Ask the student to paraphrase what the author said. He can stop and do this during the reading or when he finishes. If he cannot do it, suggest strategies to improve comprehension. In a narrative story, students should be able to discuss the plot, characterization, theme, etc. In expository or informational text, students should be able to discuss the main ideas, details, and inferred ideas. Ask what he believes could be done to help him understand. Through these discussions, a tutor can add to what the student knows, clear up any misconceptions, and strengthen the use of new strategies.
5. Encourage the student to ask himself what he already knows about the subject before he begins reading. By tapping into prior knowledge, a reader activates memory hooks (in educational terms, one's "schema"). This helps him remember the new material more easily.

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AVAILABLE AT THE OUACHITA PARISH PUBLIC LIBRARY

ADULT EDUCATION VIDEOS

VT 372.4	You can Read!
VT 372.4	I want to read
VT 428.1	Sight words I & II
VT 372.622	Basic phonics
VTJ 411	Spell well I & II
VTJ 428.1	Super speller strategy
VT 027	Using modern libraries
VT 516	Basic geometry
VT 513.2	Basic number concepts
VT 513	Basic word problems
VT 513.2	Decimals
VT 513.2	Fractions
VT 513.2	Percents
VT 512	Algebra I
VT 378.17	Where there's a will, there's an A - series
VT 373.12	Effective study strategies
VT 373.12	Video verbal review for the GED
VT 373.12	Video math review for the GED

ADULT EDUCATION BOOK RESOURCES

GED: High School Equivalency Diploma Test (DP 373.12 BAR)

Mathematics (LIT 373.12 Mat)

Writing Skills (LIT 373.12 Wri)

Science (LIT 373.12 Sci)

Social Studies (LIT 300 Soc)

Sister Shaw Group / Ozark Campus
8/12 6:30 PM - 8:30 PM
Sign-In Sheet

1. Ernestine Chuoke
2. Polly Breed
3. Pearl Wilson
4. Hannah Morehead
5. Jackie Southwell
6. Marjorie Rambin
7. April Gray
8. Glenda Johnson
9. Willene Hazlewood
10. Barbara McCandless
11.
12.
13.
14.
15.

10

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Project READ
Computer Literacy
8/24/93 6:30-8:30

1) Jay Emory
2) Hannah Morehead
3) Betty Bushnell
4) Jackie Southwell
5) Rex Collier
6) Dolly Breed
7) Barbara McLaughlin
8) Kim Cullory
9) Cynthia Van Landingham - Presenter
10)
11)
12)
13)
14)
15)
16)
17)

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Advisory Committee Documentation

Minutes of Project READ Advisory Committee Meeting
May 11, 1993

The meeting was opened by Pearl Wilson. Everyone then introduced themselves including Barbara McLawchlin, Coordinator of Project READ and April Gray, Delta Service Corps Tutor. April then gave a brief summary of her duties as a tutor at the two housing authority neighborhood center sites. Sydney Heard then explained the Delta Service Corps project and explained that Girl Scouts and Boy Scouts have volunteers at the two centers. Parenting/life skills classes are also held at night there by NLU. A policeman is on duty at each center during the day. The Delta Service grant has been renewed nationally, so Project READ will be able to apply for a volunteer to tutor there for another year.

Minutes from the last Advisory Committee meeting in September 1992 were reviewed by all. Included was the need for literacy education in the housing authority sites. But lack of transportation to a library site to be tutored was a barrier preventing the residents from getting the help they needed. Sydney mentioned that the opening of these two centers was focusing on this problem.

Sydney then mentioned that Project READ was applying for a Gateway proposal through the Housing Authority. In addition, we should know by June or July if our library grant will be renewed.

Barbara then mentioned that April's caseload at the centers had increased from 5 students in March to 10 students currently. Several of these students are handicapped or non-English speaking. Bobby Simmons addressed the centers' success since opening.

Jim Moore, tutor for Project READ, asked how programs through Project READ, Girl Scouts, etc. were advertised to the housing authority residents. Bobby Simmons reported that flyers were being distributed at the housing authority centers where residents pay their monthly rent by April Gray. Also, flyers have been passed out door-to-door.

Bobby suggested that if a program was announced to these residents, we should be consistent to offer it and then follow up on it. Our credibility is very important to these residents.

Pearl Wilson then gave an overview of this Committee's responsibilities. We will meet only twice per year and the purpose is to brainstorm and develop ideas to enhance Project READ. Sydney then mentioned that we have added some Steck-Vaughan materials to our Project READ program to expand the student's knowledge from 5th grade level (upon completion of our basic core curriculum) to 8th grade level (in preparation for GED).

Barbara McLawchlin then discussed tentative plans to have the library

bookmobile visit the housing authority center sites every third Friday during the summer. This will begin June 4 and should visit each site 5 times during the summer. Plans are to reach adults in these areas as well as the children that will be there during the summer. The library will be advertising this through the schools (during May) in these areas and the housing authority is also advertising to all their residents. Project READ will also do a flyer to hand out at the neighborhood sites where rent is paid each month. Syd asked Ben Brady if it were possible to have a short story time at each center while bookmobile is present. Pamela Saulsberry suggested that Officer Cherry, Karen Williams, or a local teenager act as a volunteer for this story time. Bobby has a list of the teens in Pamela's life skills classes. Mr. Brady mentioned that the bookmobile would be coordinated with the summer reading program and they could hand out coloring sheets each time to the children.

Recommendations:

1. Jim Moore suggested a representative from Project READ speak at the CCM quarterly meeting. This will bring information about the program to many different representatives from churches in the area. This could benefit church members as well as helping to serve the needs of our community as a collaboration effort.

2. Sydney suggested that some churches were interested in training some of their members as tutors. It would be a good idea for several churches to join together to cover the costs of the workshop. Barbara quoted a price of $675 per workshop. Syd suggested targeting a small group of churches initially.

   Pamela Saulsberry suggested the churches sponsor a Bible-reading hour and a volunteer read to these members.

3. Syd asked if there were any ideas on targeting. Pearl suggested targeting the individual over the Christian education in the church and also advertising Project READ through the religious column of the papers, News Star and Ouachita Citizen. Syd also suggested going one-on-one to visit pastors in churches. Jim suggested this be approached at the next CCM board meeting. Barbara also suggested advertising from church bulletins.

The April 1993 Project READ report that is presented to the United Way Board each month was reviewed by all. Mr. Brady said that he'd like to start receiving this.

Barbara then announced Literacy Day to be held in September in the mall sponsored by NELLCO. Project READ will have a booth as well as any other literacy programs.

Since there was no further business, the meeting was adjourned.

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Advisory Committee
Tuesday, May 11, 1993
"Sign In Sheet"

1. Violet Collins
2. Pearl Wilson
3. Sydney Heard
4. Ben Brad
5. Barbara McLaurchlin
6. April Gray
7. Jim Hoste
8. Bobby [illegible]
9. [illegible]
10.
11.
12.
13.
14.

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PROJECT READ ADVISORY COMMITTEE

AGENDA

Tuesday, May 11, 1993

Welcome and Introductions * Project READ Coordinator * Delta Service Corps Tutor	Pearl Wilson, Chairman
Overview of Committee Responsibilities * 2 meetings a year * Develop ideas for Project READ	Pearl Wilson, Chairman
Report on Project READ & Monroe Housing Authority	Sydney Heard, Project Director
Report on Bookmobile for Housing Authority Centers	Barbara McLawchlin, Project Coordinator
Recommendations * What's next? * Church involvement?	Pearl Wilson, Chairman
Adjourn	Pearl Wilson, Chairman

PROJECT READ ADVISORY COMMITTEE

1993

Pearl Wilson, Chairman United Way Board	323-7175	5301 Berg Jones Ln. Monroe, LA 71202
Nell Adams Handicapped Children	362-5480	P.O. Box 4137 Monroe, LA 71211
Rev. Oliver Billips, Jr. Mt. Olive Baptist Church	323-6517	304 Oregon Trail Monroe, LA 71201
Violet Collins OPPL Board	388-1885	1906 John Circle Monroe, LA 71201
Cloteel Edwards Monroe Housing Authority	387-9652 329-1379 wk.	1613 South 9th Monroe, LA 71202
April Gray Delta Service Corps	325-3869 wk.	#1 South 21st Monroe, LA 71201
Willie Haynes, Jr. United Way Board Community Services Chairman	388-1500	P. O. Box 1194 Monroe, LA 71210
Jim Moore Project READ Tutor	323-9479	3804 Gouville Drive Monroe, LA 71201
Glenda Pettis LA Federation of Teachers	388-1204	1209 Walton Lane Monroe, LA 71202
Pamela Saulsberry NLU Social Work Dept. Twin City Athletic Board	388-4875 342-1445 wk.	117 Vegas Monroe, LA 71202
Bobby Simmons Resident Initiatives Coordinator Monroe Housing Authority	388-1500	P. O. Box 1194 Monroe, LA 71210
Susan Wheeler President of NELLCO	323-6197	2024 Valencia Dr. Monroe, LA 71201
Dinah Williams NLU Library	387-8751	104 Memorial Dr. Monroe, LA 71202

Staff:

Ben Brady, Project Administrator	387-1950
Sydney Heard, Project Director	325-3869
Barbara McLawchlin, Project Coordinator	325-3869

Project READ-A Second Chance
As of April 19, 1993

workshop just completed 4/18/93. Assignments will be completed this week. Paperwork not done as of date of report.

Tutors: 83

Students: 98

Students Waiting Assignment: 11 intown

3 out of Ouachita Parish

New Tutors Certified - Not assigned: 16

TUTORS

White	=	75
Black	=	8
Other	=	0
Males	=	14
Females	=	69
Employed	=	48
Not Employed	=	35
Unknown	=	0

AGE RANGE

Under 25	=	8
26 - 35	=	13
36 - 45	=	14
46 - 55	=	18
56 - 65	=	16
Over 65	=	14
Unknown	=	0

STUDENTS

White	=	23
Black	=	62
Other	=	12
Never Met	=	1
Males	=	46
Females	=	52
Unknown	=	0
Employed	=	52
Not Employed	=	46
Unknown	=	0

AGE RANGE

Under 25	=	17
26 - 35	=	28
36 - 45	=	34
46 - 55	=	10
56 - 65	=	4
Over 65	=	4
Unknown	=	1

1 Student completed SB-1
1 Student completed SB-2
1 Student completed SB-3

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MINUTES OF ADVISORY COMMITTEE MEETING
September 28, 1993

Pearl Wilson opened the meeting by welcoming everyone.

Sydney Heard gave update on Project READ grants for the upcoming year. The **Library Literacy Grant** has been awarded for the 4th year for $35,000.

Also, a new grant has been awarded **(Gateway Grant)** which is through the Monroe Housing Authority for the amount of $27,000. This 10-month (September - June) grant will allow Project READ to hire two part-time teachers for tutoring at the Monroe Housing Authority Centers. It also created a full-time position for the Coordinator of Project READ. This committee was asked for their recommendations for any applicants for these two part-time teaching positions. A full description of the jobs was given to the committee. Bobby Simmons told an update about the two centers and stated that after the first of the year, a 3rd center may open. The Gateway Grant's objectives were stated by Barbara McLawchlin.

Barbara McLawchlin then told of Project Read and its expansion into the churches in the area. Since the last meeting and as requested by this committee, Barbara has spoken on behalf of Project READ to a group of about 45 church members at the quarterly Christian Community Ministries meeting. Also, for the June and September tutor training workshops, posters were mailed out to 200 churches in the area. When asked about further church involvement, the committee suggested that someone from Project READ speak on the Christian TV station. Additionally, a mailout may be sent to active tutors asking to speak to any of their church organizations or groups. Sydney also suggested targeting a small group of churches. Someone from Project READ would go to each church to meet the minister or education director to publicize our program.

A report on the bookmobile was given next. Visiting both Housing Authority Centers was quite successful for the summer. A total of 801 books were checked out. The bookmobile will continue visiting the centers every three weeks after school throughout the end of 1993.

NELLCO sponsored a local literacy fair which was held in the Pecanland Mall on Saturday, September 25. Project READ participated as well as many other literacy groups. Many people visited our booth. We were able to solicit 6 new tutors from this. Several volunteer tutors and one student participated in the Project READ booth throughout the day.

Pearl then asked for directions from the Committee as to additional church involvement. Pearl suggested creating a speaker's bureau so that more than one person could speak on behalf of Project READ. Everyone agreed that this was a good idea.

Bobby Simmons then discussed the impact of Project READ in the Monroe Housing Authority areas. With this new grant, he believes that many more illiterate adults can be contacted through our program. To inform the housing authority tenants of the additional services provided by Project REAd which includes evening and weekend tutoring, a mass mailout will be done. Bobby said that the housing authority can also include information about the program in their mailouts to their tenants.

No further business, the meeting was adjourned.

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Advisory Committee
Sign-in Sheet
Tuesday, 9/28/93

1. Pearl Wilson
2. Susan Wheeler
3. Violet Collins
4. [illegible]
5. Dinah W. Williams
6. Bobby Swinton
7. Nell Adams
8. Barbara McLauchlin
9. Sydney Heard
10.
11.
12.
13.
14.
15.

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PROJECT READ ADVISORY COMMITTEE
A G E N D A
Tuesday, September 28, 1993

Welcome and Introductions	Pearl Wilson Chairperson
Report on Project READ 1. Library Literacy Grant 2. Gateway Grant	Sydney Heard Program Director
Report on Church Involvement 1. Christian Community Ministries 2. Mail out of posters for workshops	Barbara McLawchlin Project Coordinator
Report on Bookmobile	Barbara McLawchlin Project Coordinator
Literacy Fair at the Mall	Pearl Wilson Chairperson
Recommendations: 1. Additional church involvement? 2. Target Housing Authority Areas	Pearl Wilson Chairperson
Adjourn	Pearl Wilson Chairperson

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BOOKMOBILE

SCHEDULE

SAMUEL STREET CENTER 1951 SAMUEL STREET		No. of Books Checked Out	No. of Patrons
JUNE 4	9 - 10:30 A.M.	54	45
JUNE 25	9 - 10:30 A.M.	213	39
JULY 16	9 - 10:30 A.M.	87	25
AUGUST 6	9 - 10:30 A.M.	59	15
AUGUST 27	9 - 10:30 A.M.	8	3
September 16	3:30 - 4:30 P.M.	27	30
		448	157

BEALE STREET CENTER 4237 BEALE STREET			
JUNE 4	1 - 2:30 P.M.	59	47
JUNE 25	1 - 2:30 P.M.	129	20
JULY 16	1 - 2:30 P.M.	59	10
AUGUST 6	1 - 2:30 P.M.	50	8
AUGUST 27	1 - 2:30 P.M.	3	2
September 23	3:30 - 4:30 P.M.	53	25
		353	112

Ouachita Parish
Public Library

United Way
of Northeast Louisiana

Project READ-A Second Chance
As of September 13, 1993

Tutors: 68

Students: 88

Students Waiting Assignment: 15 intown

2 out of Ouachita Parish

New Tutors Certified - Not assigned: 16 (Just certified 9/12/93. Will place ASAP).

TUTORS		STUDENTS	
White =	61	White =	25
Black =	7	Black =	53
Other =	0	Other =	9
		Never Met =	1
Males =	11	Males =	48
Females =	57	Females =	40
Employed =	35	Unknown =	0
Not Employed =	33	Employed =	51
Unknown =	0	Not Employed =	37
		Unknown =	0

AGE RANGE		AGE RANGE	
Under 25 =	7	Under 25 =	15
26 - 35 =	10	26 - 35 =	25
36 - 45 =	12	36 - 45 =	29
46 - 55 =	11	46 - 55 =	11
56 - 65 =	15	56 - 65 =	4
Over 65 =	13	Over 65 =	3
Unknown =	0	Unknown =	1

2 Students completed SB-1
2 Students completed SB-2
1 Students completed SB-4
1 Students completed Challenger 2

Qualitative Information

(Sampling of Progress Notes)

these together since Dec, [redacted] went through the stories in Lessons 1 thru 4 with very little assistance. And did very well on the Lesson 5 story which we had covered only briefly. I think we are both very encouraged and optimistic.

I am so glad I got involved in the program.

Dear [redacted]

I think [redacted] is doing very well. I encouraged [redacted] to go to the public library in Ruston just to look around and begin to feel comfortable there. Next I sent him to get a library card. He was excited and so was I when he came back with it. I have told him [illegible] I am checking

[redacted] recently		
went to	a funeral	for a relative -
She wrote	a short	~~eulogy with help~~
from her	oldest daughter (15)	and
read it at the funeral.		
* ~~She~~ he is recalling		more & more each
time - this is		~~why she is moving~~ so fast.
time - 1.5 hrs.		

Her report at year end showed she had improved 1.9 grades since Sept. '92 - We will concentrate on math this summer - she plans to go to day classes daily this fall - This past year she's been enrolled in the 2x-week evening classes - If you have any questions, give me a call

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[redacted] reading speed continues to improve. She is also paying more attention to punctuation and reading with expression. Her natural

[redacted] is taking a great deal of pride in learning to read. She gets good support from family members. Her personal looks and self-esteem are one hundred percent improved. Some have noticed at work.

[redacted] days this reading of signs, menus, etc. is improving.

Worked on job application printing better.

Overall, I see significant improvement in both his spelling and writing skills.

[redacted] come a long way since February

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...ie is starting to do his homework more often which has helped his self-esteem. Also, he has read two more books from the Project Read bookshelf.

Read satisfactorily a bill for repair service

Note: [redacted] said he's committing himself to studying time. Quote "LEARNING to read is becoming important. Just to be able to read a book!" I cried within. I'm so happy for him! I'm going to Project READ!

GREAT IMPROVEMENT. STUDENT STUDIED. READ LESSON 1, Chart 1 and the Story by Himself! (Hurray!

Satisfactorily wrote a grocery list from dictation. Read labels found on food. Used flash cards

Really improved - fewer mistakes + more confident.

well + responded quickly, so much more confident now than the 1st session.

Despite the difficulty in scheduling time for tutoring sessions, [redacted] is making excellent progress. His skills in reading and writing have greatly improved and he reads more outside materials, such as, newspapers, magazines, etc.

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